Supplementary table 2. Definitions, examples and frequencies of codes representing the five-facets mosaic of the developmental processes of reflective medical practitioner

Category	Descriptive code	Definition	Exemplary quotations from participants	Number of times identified
Meta-Cognitions		Understanding one's learning process from a meta-level; reflecting on one's learning progress from meta-level; introspection		
	Reviewing own learning progress	Reflection of personal learning process during the course with respect to what or how much I have just or not yet learned or understood	"I can step out of my comfort zone!"; "got great ideas for faculty development"	29
	Reviewing what helps me	Reflection of personal learning process during the course with respect to what helps me to get better, to learn more or to fill in my needs	"practice and watching others practice helps me"	12
	Reviewing what I need to learn or do	Reflection of personal learning process during the course with respect to what exactly I need to learn or practice more	"need to learn about research & assessment"	27
	Reviewing what I need to have	Reflection of personal learning process during the course with respect to what I need to have in order to learn more	"need help"	11
	Valuing importance of practice	Realizing that practicing is helpful for getting better at a skill	"practice is important to be good as debriefer"	14
	Realizing ambiguity and multiple ways	Recognizing or acknowledging that there is not one single best way of doing something and that there is ambiguity	"things are rarely what they seem"; "more than one way to ask a question"	3
	Shifting educator identity	Realizing that as even as an instructor I cannot know everything	"I cannot / need not know everything"	1
	Reviewing own demonstrated skill	Reflection on own skills demonstrated in one of the sessions of the course;	"not sure how effective I was"	6
Evaluations		Reflections on the usefulness of a tool or session; reflection on demonstrated skills by teaching faculty, other learners, or oneself; acknowledging the challenge, complexity, and difficulty involved in learning and teaching		
	Valuing skills of teaching faculty	Positive appreciation of the competence and performance of the teaching faculty	"I like the modeling done by instructors to reinforce the concepts they are teaching"	11
	Realizing that colleagues have similar challenges	Realizing or acknowledging that one is not alone with having difficulties and that colleagues seem to have similar challenges	"I am not alone with being nervous"	2

Cate-gory	Descriptive code	Definition	Exemplary quotations from participants	Number of times identified
	Critically reviewing tool	Critical evaluation of tool, e.g., with respect to effectiveness, difficulty, or how it needs to be done, how it related to other tools	"LPG* hard to get"	10
	Valuing tool	Merely positive evaluation of a tool taught (e.g., DASH*) or used (e.g., LPG*) in the course	"LPG* great"; "DASH* useful for training"	44
	Acknowledge complexity or challenge	Acknowledging that something—which is not further specified—is challenging and/or complex	"complicated"; "much to digest"	23
	Acknowledging challenge of or courage required for performing a certain tool	Acknowledging that performing a certain action or using a certain tool during simulation is challenging, difficult, or requires courage	"Advocacy-Inquiry* is difficult"; "opening up to critique is brave"	18
	Critically reviewing session	Critical evaluation of session, e.g., with respect to time, content, or effectiveness	"too short time"	35
	Valuing session	Merely positive evaluation of a session	"great session", "fantastic for end of the day"	35
Notes to self		Discovery of importance of a concept, of a similarity between to concepts, of the nature of a concept; outline of behaviors to be performed in the future based what was learned in the course, mostly in the form of behavior prescriptions, intentions or actions rule or "super-ego" goals		
	Valuing importance of curiosity	Acknowledging that having and showing curiosity is of central importance	"being curious is the basis for debriefing"	6
	Valuing importance of frames / reframing	Acknowledging that frames exist, that others' and my own frames are important, that it is important to explore and work with frames, to reframe. Includes also comments on very deep reflection.	"knowing own frames is critical for debriefing"; "it's all about frames"	15
	Valuing importance of psycho-logical safety	Realizing that establishing and maintaining psychological safety is important	"psychological safety required for deep learning"	7
	Valuing importance of being honest and taking interpersonal risks	Realizing that revealing own thoughts and being really honest is important. Code also includes comments such as opening up, taking interpersonal risks and sharing vulnerability.	"being honest is best cure for bad debriefing"	15
	Valuing importance of research, assessment, or selection	Aggregative code for acknowledgement of the importance of either doing simulation research, assessment, or faculty selection	"choose your beloved faculty"; "qualitative research!"	8

Category	Descriptive code	Definition	Exemplary quotations from participants	Number of times identified
	Valuing importance of structuring	Valuing and describing potential structures for debriefings; acknowledging that having a structure and/or sticking to it is important	"orient, preview, reflect, reframe"	18
	Valuing importance of listening	Acknowledging that listening is helpful for detecting frames	"talk less, listen more"	3
	Valuing importance of taking/managing time	Acknowledging that it is important to allow enough time for certain things to be done and to manage time well	"check time!!!"	6
	Valuing importance of preparation	Recognizing that preparation is critical for effectiveness	"preparation is one pound of prevention"	5
	Valuing importance of small actions	Acknowledging that small actions can matter	"even a little thing is so important"	2
	Valuing importance of words/language	Acknowledging that how language is used matters a lot	"words matter"	5
	Valuing importance of meta-perspective	Valuing that being on the meta-level is beneficial	"going to the balcony"	2
	Valuing importance of 'less is more'	Acknowledging that doing less of something can be more effective than doing more of something	"too many cooks spoil the broth"	10
Anticipations		Looking ahead and thinking about / being worried about future applying of skills learned in the course		
	Looking forward to future applying	Anticipating use of something learned in the course in the future	"can't wait to try out way to improve my colleagues' debriefing"	15
	Being concerned about future applying or keeping motivation	Being concerned or worried that skills learned in the course will not be applied at home, e.g., because setting it different, forgotten	"How much of this will I apply?"	8
Emotions		Positive or negative feelings		
	Unpleasant, deactivated emotions	Negative, unenergetic feelings	"confused", "overwhelmed", "mind-racing", "fried brains"	14
	Unpleasant, energetic emotions	Negative, energetic feelings	"anxious", "uncomfortable"	6
	Pleasant, deactivated emotions	Positive, unenergetic feelings	"satisfied", "safe"	4
	Pleasant, energetic emotions	Positive, energetic feeling	"curious", "free", "inspired"	21

Cate-gory	Descriptive code	Definition	Exemplary quotations from participants	Number of times identified
	Valuing being with peers	Appreciating being with peers in this course	"we can learn from each other", "people are so helpful"	10

Note. DASH = Debriefing Assessment for Simulation in Healthcare[1 2], tool for evaluating and developing debriefing skills. LPG = Learning Pathway Grid[3 4], structured post-hoc debriefing analysis to identify what worked and what did not during a debriefing and think through and rehearse alternatives to enhance future debriefings. Advocacy-Inquiry / AI = Advocacy-Inquiry, debriefing technique in which advocacy is paired with inquiry[5]. Improv = Rules of improvisation.

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